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ABSTRACT

These six NCLB (No Child Left Behind) Action Briefs focus on: "The No Child Left Behind Act of 2001: An Overview" (NCLB provisions that affect every state and school district in the country as well as those that affect only Title I schools and NCLB resources); "Title I Overview" (facts and resources); "Teacher and Principal Training and Recruiting Fund" (purpose of Title II, state activities, required elements of district and school teacher and principal professional development, allowable activities, other programs funded under Title II, and action opportunities); "Teacher Quality" (state and local teacher quality plans, NCLB definition of highly qualified, new teachers, current teachers, alternatively certified teachers, action items, and resources); "Qualifications of Title I Paraprofessionals" (e.g., NCLB definition of paraprofessional, exceptions to paraprofessional qualifications, and action opportunities for community leaders and parent leaders); and "Parents' Right to Know" (information that must be provided to parents, using data effectively, action items, and resources). (SM)

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- NCLB Overview
- Title I Overview
- Title II Teacher and Principal Preparation
- Teacher Quality
- Paraprofessional Quality
- Parents' Right to Know

Public Education Network
National Coalition for Parental Involvement in Education

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The No Child left Behind Act of 2001: An Overview

Did You know...

- **That No Child Left Behind contains over 750 pages of law, 1500 pages of regulations, and over 20 "policy guidances" on various sections of the Act**
- **That many provisions of NCLB pertain ONLY to Title I schools and school districts**
- **That parents are mentioned over 240 times in the law, and there are many provisions for parents and community to be involved with the school district in decision-making, partnering, and collaboration.**

On January 8, 2002, the president of the United States signed into law a bipartisan education package that greatly expands the federal role in public education. Building on the 1994 *Improving America's Schools Act, No Child Left Behind (NCLB) will affect every state and public* school district in the country beginning with the 2002–2003 school year. More than 90 percent of America's school districts receive funding for more than 40 federal educational and supportive services programs covered by the act. The wide range of services supports before- and after-school programs, family literacy, parenting classes, library materials, technology services, educating migrant children, and safe and drug-free schools. Of the nine titles in the act, Titles I and II are the largest programs, in terms of both requirements and funding. More than 47,000 schools will receive Title I funds for extra academic support for low-income children. All school districts are eligible for Title II funds to train, retain, and recruit qualified teachers, principals, and paraprofessionals.

The main focus of NCLB is to improve the academic achievement of students in low-performing schools around the country. It strives to have every student achieving at a proficient level, as defined by each state, by the 2013–2014 school year. To achieve this objective, the act focuses on the following elements:

- Development of state standards, assessment systems, and accountability measures
- Highly qualified teachers, principals, and paraprofessionals
- Rewards for schools that meet or exceed academic expectations
- Identification of schools that fall behind in progress toward state standards
- Funding for schools that need special assistance to meet NCLB requirements
- Parental and community involvement
- Parental choice and supplemental services

What Are the Provisions of NCLB?

NCLB includes provisions that affect every state and every school district in the country, as well as provisions that affect only Title I schools—i.e., schools with large numbers of children from low-income families that often need additional resources to attain state standards.

The No Child Left Behind Act of 2001: An Overview

- Have all students attain a level of proficiency, as measured by state assessments, by the 2013–2014 school year.
- Provide school districts assistance in developing parental involvement programs for the district and the schools.
- Identify the number of limited English proficient (LEP) students and help develop an English proficiency test if local school districts are unable to do so.
- Develop instructional benchmarks defining the language proficiency LEP students should attain.
- Include LEP students and disabled students in the academic assessments required of all other students.
- Disseminate an annual student performance report card that provides parents and community representatives with comparative statewide information for all local school districts based on state assessments.

NCLB school district requirements:

- Assess every student annually in reading/language arts and mathematics in grades 3–8, and once in grades 10–12, beginning in the 2005–2006 school year.
- Assess LEP students, providing reasonable accommodations in language to yield accurate and reliable information about student progress in meeting state standards.
- Assess disabled students, providing reasonable adaptations and accommodations necessary to measure academic achievement.
- Assess every student in science in at least one grade of grades 3–5, 6–9, and 10–12 by the 2007–2008 school year.
- Develop a parental involvement policy with input from and the agreement of parents.
- Disseminate an annual student performance report card that provides parents and community representatives with comparative information about performance at the school district and individual school levels, based on state assessments.
- Require all teachers of core academic subjects to be highly qualified by the end of the 2005–2006 school year.
- Require all teachers and paraprofessionals in Title I programs to meet the highly qualified standards set by the state, starting with the 2002–2003 school year.
- Identify all Title I schools that fall into needing improvement, corrective action, or restructured categories; notify parents what those terms mean and what options they have.

The No Child Left Behind Act of 2001: An Overview

Resources

NCLB Legislation

Passed by the House (HR 1 EH): May 23, 2001
http://www.publiceducation.org/nclb/Action Briefs/Legislation/HR1 EH.pdf

Engrossed Amendment as Agreed to by Senate (HR 1 EAS): June 14, 2001
http://www.publiceducation.org/nclb/Action Briefs/Legislation/HR 1 ENR.pdf

Passed by the House and Senate (HR 1 ENR)
http://www.publiceducation.org/nclb/Action Briefs/Legislation/HR 1 EAS.pdf

Conference Report (HR 107-334): December 13, 2001
http://www.publiceducation.org/nclb/Action Briefs/Legislation/HR 334.107.pdf

Signed into Public Law (PL 107-110): January 8, 2002
http://www.publiceducation.org/nclb/Action Briefs/Legislation/PL 107-110.pdf

NCLB Programs

Title I — Improving the Academic Achievement of the Disadvantaged
http://www.ed.gov/legislation/ESEA02/pg1.html

- Part A — Improving Basic Programs Operated by Local Educational Agencies
  http://www.ed.gov/legislation/ESEA02/pg2.html
- Part B — Student Reading Skills Improvement Grants
  http://www.ed.gov/legislation/ESEA02/pg4.html
- Part C — Education of Migratory Children
  http://www.ed.gov/legislation/ESEA02/pg8.html
- Part D — Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk – http://www.ed.gov/legislation/ESEA02/pg9.html
- Part E — National Assessment of Title I
  http://www.ed.gov/legislation/ESEA02/pg12.html
- Part F — Comprehensive School Reform
  http://www.ed.gov/legislation/ESEA02/pg13.html
- Part G — Advanced Placement Programs
  http://www.ed.gov/legislation/ESEA02/pg14.html
- Part H — School Dropout Prevention – http://www.ed.gov/legislation/ESEA02/pg15.html
- Part I — General Provisions – http://www.ed.gov/legislation/ESEA02/pg18.html

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Title II — Preparing, Training, and Recruiting High Quality Teachers and Principals
http://www.ed.gov/legislation/ESEA02/pg19.html

- Part A — Teacher and Principal Training and Recruiting Fund
  http://www.ed.gov/legislation/ESEA02/pg20.html
- Part B — Mathematics and Science Partnerships
  http://www.ed.gov/legislation/ESEA02/pg26.html
- Part C — Innovation for Teacher Quality
  http://www.ed.gov/legislation/ESEA02/pg27.html
- Part D — Enhancing Education Through Technology
  http://www.ed.gov/legislation/ESEA02/pg34.html

Title III — Language Instruction for Limited English Proficient and Immigrant Students – http://www.ed.gov/legislation/ESEA02/pg39.html

- Part A — English Language Acquisition, Language Enhancement, and Academic Achievement Act – http://www.ed.gov/legislation/ESEA02/pg40.html
- Part B — Improving Language Instruction Educational Programs
  http://www.ed.gov/legislation/ESEA02/pg45.html
- Part C— General Provisions – http://www.ed.gov/legislation/ESEA02/pg50.html#partc

Title IV — 21st Century Schools – http://www.ed.gov/legislation/ESEA02/pg51.html

- Part A — Safe and Drug-Free Schools and Communities
  http://www.ed.gov/legislation/ESEA02/pg51.html
- Part B — 21st Century Community Learning Centers
  http://www.ed.gov/legislation/ESEA02/pg55.html
- Part C — Environmental Tobacco Smoke
  http://www.ed.gov/legislation/ESEA02/pg56.html

Title V — Promoting Informed Parental Choice and Innovative Programs
http://www.ed.gov/legislation/ESEA02/pg57.html

- Part A — Innovative Programs – http://www.ed.gov/legislation/ESEA02/pg57.html
- Part B — Public Charter Schools – http://www.ed.gov/legislation/ESEA02/pg62.html
- Part C — Magnet Schools Assistance
  http://www.ed.gov/legislation/ESEA02/pg65.html
- Part D — Fund for the Improvement of Education
  http://www.ed.gov/legislation/ESEA02/pg66.html

Resources

Title VI — Flexibility and Accountability
http://www.ed.gov/legislation/ESEA02/pg87.html

- Part A — Improving Academic Achievement
  http://www.ed.gov/legislation/ESEA02/pg87.html
- Part B — Rural Education Initiative – http://www.ed.gov/legislation/ESEA02/pg93.html
- Part C — General Provisions – http://www.ed.gov/legislation/ESEA02/pg97.html

Title VII — Indian, Native Hawaiian, and Alaska Native Education
http://www.ed.gov/legislation/ESEA02/pg98.html

- Part A — Indian Education – http://www.ed.gov/legislation/ESEA02/pg98.html
- Part B — Native Hawaiian Education
  http://www.ed.gov/legislation/ESEA02/pg104.html
- Part C — Alaska Native Education – http://www.ed.gov/legislation/ESEA02/pg105.html

Title VIII — Impact Aid Program – http://www.ed.gov/legislation/ESEA02/pg106.html

Title IX — General Provisions – http://www.ed.gov/legislation/ESEA02/pg107.html

- Part A — Definitions – http://www.ed.gov/legislation/ESEA02/pg107.html
- Part B — Flexibility in the Use of Administrative and Other Funds
  http://www.ed.gov/legislation/ESEA02/pg108.html
- Part C — Coordination of Programs; Consolidated State and Local
  Plans and Applications – http://www.ed.gov/legislation/ESEA02/pg109.html
- Part D — Waivers – http://www.ed.gov/legislation/ESEA02/pg110.html
- Part E — Uniform Provisions – http://www.ed.gov/legislation/ESEA02/pg111.html
- Part F — Evaluations – http://www.ed.gov/legislation/ESEA02/pg113.html

Title X — Repeals, Redesignations, and Amendments to Other Statutes
http://www.ed.gov/legislation/ESEA02/pg114.html

- Part A — Repeals – http://www.ed.gov/legislation/ESEA02/pg114.html
- Part B — Redesignations – http://www.ed.gov/legislation/ESEA02/pg115.html
- Part C — Homeless Education – http://www.ed.gov/legislation/ESEA02/pg116.html
- Part D — Native American Education Improvement
  http://www.ed.gov/legislation/ESEA02/pg118.html
- Part E — Bureau of Indian Affairs Programs
  http://www.ed.gov/legislation/ESEA02/pg119.html

Resources

Regulations

Title I—Improving the Academic Achievement of the Disadvantaged; Final Rule (December 2, 2002)
http://www.publiceducation.org/nclb/Action Briefs/regulations/Title I Final Regulations.pdf

- Summary of Final Regulations
  http://www.publiceducation.org/nclb/Action Briefs/regulations/Title I Regs Summary.doc

Policy Guidance

Reading First Program (Apr 1, 2002)
http://www.publiceducation.org/nclb/Action Briefs/guidance/Reading First Guidance.pdf

Unsafe School Choice Option Draft Non-Regulatory Guidance (Jul 23, 2002)
http://www.publiceducation.org/nclb/Action Briefs/guidance/Unsafe School Choice Guidance.pdf

Comprehensive School Reform Program (Aug 1, 2002)
http://www.publiceducation.org/nclb/Action Briefs/guidance/Comprehensive School Reform Program Guidance 02.pdf

Title V, Part A of the ESEA as reauthorized by the No Child Left Behind Act (Aug 28, 2002)
http://www.publiceducation.org/nclb/Action Briefs/guidance/Title V Guidance 02.pdf

Community Service Grants Draft Non-regulatory Guidance (Sep 20, 2002)
http://www.publiceducation.org/nclb/Action Briefs/guidance/Community Service Grant Guidance 02.pdf

Draft Transferability Authority Guidance (Oct 4, 2002) http://www.publiceducation.org/nclb/Action Briefs/guidance/Transferability Guidance.doc

Access to High School Students and Information on Students by Military Recruiters (Oct 9, 2002)
http://www.publiceducation.org/nclb/Action Briefs/guidance/Military Recruiters Guidance.pdf

NCLB Desktop Reference (Oct 30, 2002)
http://www.publiceducation.org/nclb/Action Briefs/guidance/NCLB Desktop Reference.pdf

Title I Paraprofessionals Draft Non-Regulatory Guidance (Nov 7, 2002)
http://www.publiceducation.org/nclb/Action Briefs/guidance/Title I Para Guidance.doc

Draft Non-Regulatory Guidance on Public School Choice (Dec 4, 2002)
http://www.publiceducation.org/nclb/Action Briefs/guidance/Public School Choice Guidance 2002.pdf

Draft Title II Non-Regulatory Guidance: Improving Teacher Quality State Grants (Dec 19, 2002)
http://www.publiceducation.org/nclb/Action Briefs/guidance/TitleII TQ Guidance.doc

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Non-regulatory Draft Guidance for Implementing the Safe and Drug-Free Schools and Communities Act (SDFSCA) (Jan 2, 2003)
http://www.publiceducation.org/nclb/Action Briefs/guidance/Safe and Drug Free Guidance.pdf

21st Century Community Learning Centers Non-Regulatory Guidance (Feb 26, 2003)
http://www.publiceducation.org/nclb/Action Briefs/guidance/21st Century Learning Guidance.pdf

Standards and Assessments Non-Regulatory Draft Guidance (Mar 10, 2003)
http://www.publiceducation.org/nclb/Action Briefs/guidance/Standards and Assessment Guidance 03.pdf

Early Reading First Program (Mar 17, 2003)
http://www.publiceducation.org/nclb/Action Briefs/guidance/Early Reading First Guidance.doc

Draft Guidance for the Education for Homeless Children and Youth Program (Mar 28, 2003)
http://www.publiceducation.org/nclb/Action Briefs/guidance/Homeless Guidance.pdf

Final Non-Regulatory Guidance on the Title III State Formula Grant Program - Standards, Assessments and Accountability (May 2, 2003)
http://www.publiceducation.org/nclb/Action Briefs/guidance/Title III Guidance 03.pdf

Rural Education Achievement Program (Jun 24, 2003)
http://www.publiceducation.org/nclb/Action Briefs/guidance/Rural Education Achievement Program.doc

Charter School Program Guidance (Aug 20, 2003)
http://www.publiceducation.org/nclb/Action Briefs/guidance/Charter School Guidance 03.pdf

Supplemental Educational Services Non-Regulatory Guidance (Aug 22, 2003)
http://www.publiceducation.org/nclb/Action Briefs/guidance/Supplemental Educational Services Guidance.pdf

History of No Child Left Behind – http://www.ncsl.org/programs/educ/NCLBHistory.htm

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Title I Overview

Title I of the No Child Left Behind Act is the largest federally funded program for elementary and secondary schools. Its purpose is to provide federal funds to schools with high concentrations of children living in poverty that are not achieving academically well. NCLB strengthens Title accountability by requiring States to implement statewide accountability systems covering all public schools and students. It also requires States to develop annual assessments for grades three through eight and once in high school that are aligned with State standards and to use achievement on these assessments as the measure of district and school accountability. The system is meant to ensure that districts and schools make adequate yearly progress (AYP) toward having all children proficient in reading and mathematics by the 2013–2014 school year.

For Title I schools that fail to meet the AYP established by each state, the law mandates a set of progressive consequences for schools that fail including public school choice, supplemental educational services, school restructuring, decentralization of the school, reassigning staff, state takeover, and contracting out services. In addition, there are more opportunities for parents to become involved including being informed about the quality of teachers in the school, the development of district and school parental involvement policies, choice of another public school, selection of an outside entity that would provide supplemental education services for students, and participating on a school action team in the case of a low performing school.

Title I, Part A Facts

What is the budget for Title I, Part A?

- **FY 2003 appropriation: $11.68 billion**
- **FY 2004 budget request: $12.35 billion**

How many children receive assistance?

- **14.9 million**

What grade levels are Title I students?
What percentage of Title I participants are private school students?

- **12% are in kindergarten and preschool**
- **64% are in the first- through sixth-grade**
- **16% are seventh-, eighth-, or ninth-graders**
- **7% are in high school**
- **1% are in private schools**

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Title I Overview

Title I, Part A Facts

What are the demographics of Title I students?

- **35% White, non-Hispanic**
- **27% African-American**
- **31% Hispanic**
- **3% Asian or Pacific Islander**
- **3% Asian or Pacific Islander**
- **1% other from other ethnic/racial groups**
- **2.5 million have limited English proficiency**
- **100,000 are homeless**

How many Title I schools are there?

What percentage of elementary and secondary schools receive Title I funds?

- **67% of all elementary schools**
- **29% of all secondary schools**

What percentage of Title I funds goes to high-poverty schools?

- **46% to the highest-poverty schools (over 75% of the students are eligible for free or reduced-price lunches)**
- **27% to other high-poverty schools (50-74% eligible for free or reduced-price lunches)**
- **The remaining 27% goes to schools with fewer than 50% of their students eligible for free or reduced-price lunches**

How many of the highest-poverty schools receive Title I assistance?

- **96%**

What percentage of Title I funds goes to schoolwide versus targeted assistance programs?

- **60% supports schoolwide programs**
- **40% is allocated to targeted assistance programs**

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Title I Overview

Title I, Part A Facts

How much Title I funding per student do schools receive?

- **How much Title I funding per student do schools receive?**

How were Title I dollars spent? (as of the 1997–98 school year)

- **77% ($5.5 billion) for instruction**
- **12% ($822 million) for instructional support**
- **12% ($835 million) for administration**

Source: US Department of Education

Resources

National Coalition of Title I/Chapter 1 Parents — http://www.nctic1p.org/

Title I Report — http://www.titlei.com/

US Department of Education — http://ed.gov/

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Teacher and Principal Training and Recruiting Fund

Title II, Part A
Title II Non Regulatory Guidance, Part A-C

NCLB includes funding and programs that encourage school districts and schools, especially those that are identified as low performing, or have large numbers of teachers with emergency or provisional certification, to improve the quality of teachers in their district. The state education agency plan must define how parents, teachers, principals, administrators, paraprofessionals and other school personnel will work collaboratively in carrying out the activities of Title II. In addition, each local agency Title II plan must include a description of how it will provide training to enable teachers to involve parents in their education.

One of the allowable activities under Title II includes providing teacher and principal professional development in working more effectively with parents. In many cases, teachers and principals do not possess the skills or knowledge about how to involve parents in school decision-making, or how to effectively communicate with the home. Title I allows school districts and schools to use Title II monies to implement the parent involvement requirements of NCLB.

Title II contains funding for teacher and principal training and recruitment efforts at the state and local level, as well as teacher training at institutions of higher education. This Title is designed to provide special help for "high need"* school districts; and schools that have been identified as needing improvement, having the lowest proportion of "highly qualified" teachers, and have the highest average class size under Title I. Title II monies are designed to rectify the problems of large numbers of students being taught by teachers with inadequate content knowledge and preparation in the subjects they are teaching.

Title II replaces the old Eisenhower Professional Development Program which sent a large portion of the federal funds to local school districts, targeted money to high poverty school districts, and limited the use of the money to teacher training, recruitment and curricular improvement in science and math. Title II also replaces the old Class Size Reduction Program (CSR) aimed at class size reduction, teacher and principal training and recruitment. While certain elements of these two programs are still in the new Title II, the current Title is much broader and is tied to the teacher quality mandates of NCLB (see Teacher Quality Fact Sheet).

Purpose of Title II
Title II provides the state education agency and local school districts with money to improve the quality of teaching and principal leadership through recruitment, teacher training and professional development, and class size reduction. In addition, Title II contains eight separate programs that are designed to enhance teacher and principal competency and career development.

Teacher and Principal Training and Recruiting Fund

State Activities
Each state is required to develop a plan consistent with the goals of the Title that shall also stipulate how the activities under Title II will include the input of teacher, principals, parents, administrators, paraprofessionals and other school personnel.

The state may use up to 2.5 % of its state Title II grant for:

- Competitive grants that encourage partnerships with a "high need" district and an institution of higher education providing training for teachers, principals paraprofessionals. Other school districts or organizations may be included.

Another 2.5% of the state money may be used for:

- Reforming certification requirements
- Creating alternative certification routes for career changers, recent graduates, and current paraprofessionals
- State programs to support teachers and principals
- Identifying professional development programs that boost student achievement
- Helping teachers meet licensing requirements
- Developing and implementing programs to assist school districts and schools to effectively recruit and retain "highly qualified" teachers and principals

Required Elements of District and School Teacher and Principal Professional Development
Title II is designed to provide more flexibility for state and local school districts to spend the money based on their own educator retention and recruitment needs. As a result, there is no requirement that a specified portion of funds be used only for math and science; that state and school district provide a "match" of funds from their own resources; that 80% of the funds be spent for teacher professional development, or that Title II money be used only to reduce class size, as was included in the previous legislation.

However, in order to comply with NCLB requirements, local Title II programs must:

- Be aligned with state standards and assessments and be grounded in "scientifically based research" (see glossary)
- Focus on core subjects
- Be based on a "needs assessment" of local needs for professional development, recruitment and hiring, including both teachers and principals

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Teacher and Principal Training and Recruiting Fund

- Be designed to help teachers and paraprofessionals meet the qualification requirements set under Title I and help schools recruit and retain "highly qualified" teachers and principals
- Be designed to help teachers and paraprofessionals meet the qualification requirements set under Title I and help schools recruit and retain "highly qualified" teachers and principals
- Include activities designed to help teachers improve student behavior, use data to improve instruction and involve parents

Allowable Activities
As long as the school district's Title II program includes the above elements, almost any training or recruitment activity aimed at the goal of improving teacher and principal quality could be supported.

Some activities mentioned in the law are:

- Incentives that help schools recruit and retain "highly qualified" teachers and principals in schools or subject areas where there is a shortage of such teachers including financial bonuses
- Provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children
- Training "highly qualified" paraprofessionals (see Paraprofessional Fact Sheet)
- Alternative certification routes
- Training special education teachers
- Recruiting minority and disabled teachers
- Teacher mentoring programs
- Class size reduction
- Help paraprofessionals, teachers and principals get advanced degrees

Note:
NCLB allows state departments of education to transfer up to 50% of their non-Title I funds between five programs: Title II teacher and principal training, education technology, safe and drug free schools, 21st century learning centers and innovative programs.

At the local level, NCLB allows school districts to transfer up to 50% of their funds without state approval, except for those schools identified as "improvement-action schools," between the following programs: Title II teacher and principal training, education technology, safe and drug free schools, 21st century learning centers and innovative programs.

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Teacher and Principal Training and Recruiting Fund

While NCLB does not require it, parents and the community should be involved in decisions that relate to the transfer of funds, at both the state and local levels.

Other Programs Funded under Title II

School Leadership (Title II, Part A, Subpart 5, Section 2151-b)
This competitive grant program assists "high need" school districts in recruiting and training principals and assist principals through a number of activities. Activities could include financial incentives for new principals; stipends for principals who serve as mentors do new principals; professional development programs in instructional leadership and management; and incentive programs or teachers and other individuals who seek to become principals. Eligible applicants include "high need" school districts, or a consortia of such school districts, nonprofit organizations and college and universities.

Advanced Credentialing (Title II, Part A, Subpart 5, Section 2151-c)
Competitive grants are awarded to develop teacher standards that include measures tied to increased student academic achievement, and to promote outreach, teacher recruitment, or teacher support related to the credentialing by the National Board for Professional Teaching Standards (NBPTA).

Early Childhood Educator Professional Development (Title II, Part A, Subpart 5, Section 2151-e)
This program supports professional development programs to improve the knowledge and skills of early childhood educators who work in urban or rural high-poverty communities and who are primarily children from low-income families. Eligible applicants include state education agencies, colleges and universities, and organizations with experience in providing training to educators in early childhood education programs such as Head Start.

Mathematics and Science Partnerships (Title II, Part B)
This is a new program that funds partnerships between states, higher education institutions, districts and schools to improve teacher education, training of existing teachers, and quality of curricula. Eligible partnerships include the state education agency; the engineering, math, or science department of an institution of higher education; and a "high need" school district. The partnership could also include additional school districts; public charter schools, or public or private schools; a business; or a nonprofit or for profit organization with demonstrated effectiveness in improving the quality of math and science teachers.

Funds can be used to:

- **Develop or redesign math and science curricula**
- **Provide professional development to improve subject and content knowledge based on scientific research**

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Teacher and Principal Training and Recruiting Fund

- Operate summer institutes and workshops
- Recruit math, science and engineering majors into teaching
- Establish distance learning programs
- Develop exemplary math and science programs
- Develop programs to encourage women and underrepresented groups to pursue careers in math, science, engineering and technology

Troops to Teachers (Title II, Part C, Subpart 1, Chapter A)
This program assists retired military personnel in obtaining certification as teachers in exchange for agreement to teach for three years in a "high need" school district or charter school. The Secretary of Education may use some of the funds to support state education activities in conjunction with colleges and universities in developing alternative education routes for former military personnel, but the Defense Department will continue to administer most of the program.

Transition to Teaching (Title II, Part C, Subpart 1, Chapter B)
This competitive grant program supports recruitment and training of mid-career professionals into the field of teaching, especially for "high need" school districts. School districts can partner with colleges and universities, with other "high need" school districts, the state education agency, or organizations that have a proven record of effectively recruiting and retaining high qualified teachers.

Teaching of Traditional American History (Title II, Part C, Subpart 4)
The program supports partnerships between one or more school districts and colleges and universities, non profit history or humanities organizations, libraries or museums that aim to help teachers develop the skills necessary to teach traditional American history.

Action Opportunities for Community Leaders

On the state level

- Find out how much Title II money your state is receiving and how it is being allocated for professional development.
- Find out how the allocation of money is being determined.
- Determine how the use of this money is being evaluated.
- Determine if any of this money is being spent to help teachers and principals work more effectively with parents.
- Encourage your state department of education to include community members in the development and input of the Title II plan and application.

Teacher and Principal Training and Recruiting Fund

Action Opportunities for Community Leaders

On the state level

- Request that community members be included in decisions to transfer state dollars between Title II teacher and principal training, education technology, safe and drug free schools, 21st century learning centers and innovative programs.
- Recommend ways to the state department of education that non-profit and community organizations could partner with the state and local school districts in principal and teacher education activities.

On the district and local level

- Talk with the superintendent, principals and teachers about the opportunities provided for in-service professional development using Title II money.
- Request that community members be included in the "needs assessment" process required of the local school district, and be involved in the development of the local school district's Title II application. This is a strategic opportunity for local school districts to engage their community in problem solving and in creating awareness about issues of teacher and principal professional development needs.
- The school district should communicate with community members how it will use its Title II money, and what activities have been chosen to upgrade the skills of teachers and principals.
- Encourage your school district to evaluate how well teachers and principals are prepared to involving parents in education decision-making, and recommend how they can partner with community organizations in strengthening the partnerships between parents and the school.

Action Opportunities for Parent Leaders

On the state level

- Find out how much Title II money your state is receiving and how it is being allocated for professional development activities.
- Find out how the allocation of money is being determined, and if Title II dollars are being proposed to enhance the skills of principals and teachers in working with parents.
- Determine how the use of this money is being evaluated.
- Determine if any of this money is being spent to help teachers and principals work more effectively with parents.

Teacher and Principal Training and Recruiting Fund

Action Opportunities for Parent Leaders

On the state level

- Encourage your state department of education to include parents in the development and input of the Title II plan and application.
- Request that parents be included in decisions to transfer state dollars between Title II teacher and principal training, education technology, safe and drug free schools, 21st century learning centers and innovative programs.
- Recommend ways to the state department of education that parents could partner with the state and local school districts in principal and teacher education activities.
- Make sure parent organizations, such as the state PTA, the Parent Information Resource Center, the Parent Training and Information Center, Title I coordinators and other advocates know about Title II money and how it is being used.

On the district and local level

- Talk with the superintendent, principal and teachers about the opportunities provided for in-service professional development using Title II money.
- Find out if any money is being put into training of educators to work more effectively with parents.
- Reach out to your local school district and offer technical assistance and partnerships in improving principal and teacher skills in involving parents in the educational process.
- Request that parents be included in the "needs assessment" process required of the local school district, and be involved in the development of the local school district's Title II application. This is a strategic opportunity for local school districts to engage parents in problem solving and in creating awareness about issues of teacher and principal professional development needs.
- The school district should communicate with parents about how it will use its Title II money, and what activities have been chosen to upgrade the skills of teachers and principals.
- Encourage your school district to evaluate how well teachers and principals are prepared to involve parents in education decision-making, and recommend how they can partner with community organizations in strengthening the partnerships between parents and the school.

Teacher and Principal Training and Recruiting Fund

Resources

Parent Information Resource Centers — http://www.pirc-info.net/

Parent Training and Information Centers — http://www.taalliance.org/PTIs.htm

Title II Technical Assistance, US Department of Education — http://title2.org/

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NCLB Action Briefs

Teacher Quality

TitleI, Part A, subpart 1, Section 1119
Regulations: Starting Section 200.55 through 200.57

NCLB contains provisions designed to:

- discourage the hiring of teachers who lack expertise in their content areas which are defined a "core subject" areas, and
- to rectify the problem of large numbers of students being taught by teachers with inadequate content knowledge and preparation in the subjects they are teaching.

The law requires:

- each state to develop a plan defining "highly qualified" teachers
- each state to adopt the teacher qualification stipulations as outlined in the law
- each Title I school district and Title I school to notify parents that they can request information about the qualifications of teachers in their school and their school district (see Parents Right to Know Action Brief)
- Title I schools to notify parents if their child is being taught, for four consecutive weeks or more, by a teacher that does not met the states "highly qualified" expectation

State and Local Teacher Quality Plans

NCLB calls for each state receiving Title I money (which is currently all of them) to develop a plan with action steps to ensure that all public elementary and secondary school teachers teaching in core academic subjects within the state are "highly qualified" not later than the end of the 2005–2006 school year. These requirements do not apply to private school teachers. Core academic subjects are defined as: English, reading or language arts, history, mathematics, science, foreign language, civics, government, economics, arts, history and geography.

A teacher who does not teach in a core subject area such as vocational education is not required to meet the "highly qualified" requirements. The state NCLB teacher quality plan must describe how:

- It will meet the highly qualified teacher requirements,
- It will define "highly qualified" teacher, and,
- It will develop and implement strategies for preparing, training, and recruiting teachers to meet the quality definition.

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Teacher Quality

The state must also establish annual measurable goals for each school district and school to include:

1. definition of a qualified teacher;
2. annual increase in the percentage of highly qualified teachers in each school district and schools to meet the goal of a highly qualified by the year 2005–2006;
3. annual increase in the percentage of teachers receiving high quality professional development aimed at making them highly qualified and successful teachers;
4. develop any other measures required by the state to meet the teacher quality goal;
5. develop strategies the state will use to monitor the progress of school districts and schools in meeting the goals;
6. steps the SEA will take to ensure that Title I minority children and children from low income families are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers;
7. other measure the state determines to be appropriate to increase teacher qualifications.

Each school district must follow up with an implementation plan tailored to its local school community. **The act requires SEAs and LEAs to seek parent and community input when developing teacher quality action plans (hot link with the provision in the law) and requires schools to notify parents, upon parental request, of the qualifications of their children's teachers.** School districts that participate in Title I must also develop plan for meeting the federal teacher criteria by 2005–2006 which must include;

- Strategies the school district will use to implement the state plan;
- Include incentives for voluntary transfers, professional development, recruitment programs, or other effective means that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

Beginning in school year 2002–2003, both the states and school districts must annually report their progress in meeting their measurable goals publicly. School districts must also require their principals of Title I school to annually attest that their schools are in compliance with the teacher qualification requirements.

Teacher Quality

Effective the first day of the 2002–2003 school year, all teachers newly hired in programs funded by Title I must be highly qualified. The term highly qualified, as defined in Title II, Part A, means that, at a minimum, teachers must:

- Possess a bachelor's degree,
- must be certified in the subjects and/or grades they teach,
- must be licensed to teach in the state,
- must demonstrate subject knowledge and teaching skills, and,
- must not be teaching with an emergency, temporary, or provisional license.

NCLB Definition of "Highly Qualified"

In final regulations released in March 2003, the US Department of Education specified that NCLB teacher requirements apply not just to newly hired teachers paid with Title I, Part A funds in targeted assistance programs, but also to newly hired teachers of core academic subjects in Title I schoolwide programs, and teachers employed by an LEA with Title I, Part A funds to provide services to eligible private school children.

New Teacher in Elementary School

A public elementary school teacher new to the profession is considered to be highly qualified under the NCLB if he or she has:

1. Obtained full certification or passed the state's licensing exam and holds a license to teach;
2. Has not had certification or licensure requirements waived on an emergency, temporary or
   provisional basis; AND
3. Holds at least a bachelor's degree; AND
4. Has demonstrated, by passing a rigorous state test, subject matter knowledge and teaching skills in reading, writing, mathematics, and other areas of basic school curriculum.

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Teacher Quality

New Teacher in Middle and High School

A public middle school or high school teacher who is new to the profession is considered to be highly qualified under NCLB if he or she has;

1. Obtained full certification or passed the state's licensing exam and holds a license to teach;
2. Has not had certification or licensure requirements waived on an emergency, temporary or provisional basis; AND
3. Holds at least a bachelor's degree; AND
4. Has demonstrated a high level of competency in each of the subject matters he or she teaches by:
   - Passing a rigorous state academic subject test in each of the subjects he or she teaches; t his subject matter knowledge could be assessed either with a state required certification or licensing test, or with a separate test in each academic subject that the teacher teaches, OR
   - Successfully completing an academic major, graduate degree, coursework equivalent to an undergraduate major, or advanced certification or credentialing in each of the academic subjects he or she teaches.

Current Teachers in Elementary, Middle and High Schools

A public school teacher who is not new to the profession is considered to highly qualified under NCLB if he or she has:

1. Obtained full certification or passed the state's licensing exam and holds a license to teach; AND
2. Has not had certification or licensure requirements waived on an emergency, temporary or provisional basis; AND
3. Holds at least a bachelor's degree; AND
4. Meets the appropriate criteria for teachers new to the profession, including the option for passing a rigorous state academic subject test,
   OR
   Has demonstrated competence in all the academic subjects in which the teacher teaches based on high objective state uniform standards of evaluation.

Teacher Quality

Charter Schools Teachers

Public school teachers in charter schools who are in compliance with the state's charter school law regarding certification or licensure of such teachers are considered "highly qualified."

Alternatively Certified Teachers

A teacher who obtained certification through an alternative route is considered to meet the state certification requirement. However, the final regulations issued by the US Department of Education clarify that a teacher in an alternative route program is highly qualified if her or she is making satisfactory progress toward full certification. Such teaches must receive high quality, sustained professional development before and while teaching, participate in a program of intensive supervision, and assume functions as a teacher for no more than three years before receiving full certification. In addition, the regulations clarified that alternative certification programs should not become "vehicles for granting long-term waivers of certification requirements" and specified that teachers in alternate route programs should receive sustained, high-quality professional development, participate in a program of intensive supervision, assume functions of a teacher for no more than three years before receiving full certification, and demonstrate satisfactory progress toward full certification.

Action Items

Action Opportunities for Community Leaders

- Ask the SEA how the teacher quality plan and Title II application will be developed, who the community representatives are, and how they were selected.
- If the state has not yet completed its planning, ask to be part of the planning process as a CBO with expertise in teacher issues and public engagement.
- Widely disseminate the state plan to other CBOs and the community. Provide comments on the plan, and seek revisions and changes if necessary.
- Monitor the state planning process and hold state officials accountable for developing and implementing the plan.
- Find out about the LEA planning process, ask to participate on the LEA teacher quality planning committee, and provide information and feedback on the LEA plan.

Action Items

Action Opportunities for Community Leaders (cont'd)

- Develop statewide and school district coalitions to monitor implementation of the state's teacher quality plan and progress of the school district's teacher quality plan.
- Build statewide and community-based coalitions and partnerships to inform the public about the state plan. Create community and public support and demand for quality teachers and principals through an information campaign.
- Work with elected officials and state policymakers to ensure that state and federal resources are available for achieving teacher quality objectives.

Action Opportunities for Parent Leaders

On the state level

- Get involved with the state teacher quality planning committee.
- Get a copy of the SEA teacher quality plan. Join statewide coalitions to provide leadership, support, and wide dissemination of the plan.
- Get a copy of the SEA teacher quality plan. Join statewide coalitions to provide leadership, support, and wide dissemination of the plan.
- Voice comments and concerns about the plan to the SEA. If the plan is acceptable, build ownership for the plan among parents. Educate parents statewide about the content of the plan and progress toward implementation.
- Work with statewide and local community coalitions to hold school districts and the state accountable for implementation.
- Organize parents and community representatives in efforts to become informed about the need for more qualified teachers. Build public support and pressure state and federal governments to provide the resources needed to increase the number of qualified teachers.

Teacher Quality

On the district and local level

- Work with local community colleges and universities to develop partnerships with schools to recruit interns, student teachers and graduate students in the field of education.
- Find out how many teachers in your school are not highly qualified by requesting the information from the principal. Ask what is being done to help them become highly qualified.
- Find out about teacher turnover in your district and ask what is being done to retain good teachers.
- Find out what professional development opportunities are available to assist those who are not highly qualified and sustain those who are.
- Find out what support systems are in place, especially for new teachers. Advocate for coaching/mentoring of new staff.
- Join the school improvement council to provide support and resources.

Resources

National Education Association—http://www.nea.org

American Federation of Teachers—hthttp://www.aft.org

Alliance for Excellent Education—http://www.all4ed.org

Public Education Network—http://www.PublicEducation.org

National Coalition for Parent Involvement in Education—http://www.ncpie.org

Education Trust—http://www.edtrust.org

Teacher Quality

NCLB Teacher Quality Timeline

2002–2003 School Year

Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.
All teachers hired after the first day of schools year 2002–2003 to work in a program supported by Title I must meet the NCLB definition of "highly qualified."											
								By May 2003, states must set annual measurable teacher quality goals for each school district, no matter if they are districts that receive Title I or not			
School districts receiving Title I, Part A funds must begin filing annual reports on each district's progress of their individual schools toward the goal of all teachers meeting the NCLB's definition of "highly qualified".											

2005–2006 School Year

	All public schools teachers who teach core academic subjects must meet the NCLB definition of "highly qualified."

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NCLB Action Briefs

Qualifications of Title I Paraprofessionals

NCLB contains provisions designed to:

- **Upgrade the qualifications for Title I paraprofessionals who assist teachers with instruction**
- **Give assurance that Title I students who need the most help are taught by highly qualified teachers and paraprofessionals**

NCLB definition of "paraprofessional"
Under Title I, Part A, a paraprofessional is an employee who:

- Provides instructional support, even if it is only part time
- Is under the direct supervision of a teacher, and
- Is in a program supported with Title I, Part A funds.

NCLB allows paraprofessionals to be assigned the following responsibilities:

- Provide one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher
- Assist with classroom management, such as organizing instructional and other materials
- Provide instructional assistance in a computer laboratory
- Conduct parental involvement activities
- Provide support in the media or library center
- Act as a translator providing instructional support services under the direct supervision of a teacher
- *The US Department of Education added a new requirement that public school Title I paraprofessionals providing services in private schools must meet the NCLB "highly qualified" definition

The law requires:

- **EVERY Title I paraprofessional must have a secondary school diploma or its recognized equivalent including paraprofessionals who serve as translators or who conduct parent involvement activities**
- **Every new paraprofessionals hired after January 8, 2002 with Title I funds must have:**
  - **Completed at least two years of study at an institution of higher education;**
  - **Obtained an associate's or higher degree, or**
  - **Met a rigorous standard of quality, and can demonstrate, through a formal State or local academic assessment— subject knowledge of, and the ability to assist in instructing, as appropriate,**
    - **Reading, language arts, writing, and mathematics; or**
    - **Reading readiness, writing readiness, and mathematics readiness**

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Qualifications of Title I Paraprofessionals

Exceptions to the Paraprofessional Qualifications

All paraprofessionals must have a high school diploma or its equivalent, however they do not need to meet the qualifications if the paraprofessional is:

- Proficient in English and a language other than English.
- Acts as a translator to enhance the participation of limited English proficient children, or has instructional-support duties that consist solely of conducting parental involvement activities.
- Works in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions.
- Works in a school district or school that does NOT receive Title I, Part A funds. Even if a school district receives Title I funds, but the school does not, these requirements do not apply.
- Is classified as an unpaid volunteer who assists teachers in the classroom and support local schools by performing a variety of tasks for limited periods of time.
- Works in a Title I school, but with programs that may not be part of Title I such as Head Start, state-funded early childhood, or community-based before and after school programs.

Paraprofessional Assessments

SEA's and school districts have the flexibility to determine the content and format of any assessment of paraprofessionals. The assessment could be entirely a written test, or it could be a combination of a written test on content (reading, writing and math) and a demonstration of competence in instruction assessed through observation via a series of rubrics.

Did you know…

That at the beginning of every school year, the school must notify all parents of children attending Title I schools that they may request information about whether paraprofessionals provide services to their child, and if so, their qualifications.

NCLB Paraprofessionals Timeline

Paraprofessionals regardless of their hiring date must have earned a high school diploma or its equivalent

← January 8, 2002 →

All Title I paraprofessionals who were hired before January 8, 2002 must meet at least one of the NCLB requirements by at least January 8, 2006

All Title I paraprofessionals whose duties include instructional support and who were hired after January 8, 2002 must meet the NCLB and state required qualification.

January 6, 2006

All paraprofessionals must be "highly qualified" based on meeting one of the specified NCLB requirements

Qualifications of Title I Paraprofessionals

Action Opportunities for Community Leaders

On the state level

- Find out how the state defines "highly qualified" and disseminate to the community (see Teacher Quality Action Brief—www.PublicEducation.org/nclb_tq.asp)

On the district and local level

- Talk with school board members and school administrators and make sure they are aware of the requirements for paraprofessionals.
- Find out how many paraprofessionals are teaching in your district and how many of them do not meet the qualifications set by the law.
- Find out what steps are being taken to support paraprofessionals both financially and through professional development activities to help them become qualified.
- Find out how new paraprofessionals are being recruited. Work with your community colleges, colleges and universities to attract new recruits.
- Build statewide and community-based coalitions and partnerships to inform the public about the requirements for paraprofessionals.
- Find out if there is a formal state or local assessment available to evaluate the subject knowledge of paraprofessionals. Review it and give feedback to the assessment committee.

Action Opportunities for Parent Leaders

On the state level

- Find out how the state defines "highly qualified" and disseminate to parents (see Teacher Quality Fact Sheet)
- Inform state parent organizations such as the state PTA, state Parent Resource Information Center, the Parent Training Information Center and other advocacy groups about the law for paraprofessionals. Find out what they are doing to support paraprofessionals in need of further studies.

On the district and local level

- Find out how many paraprofessionals are teaching in your district and/or school and how many of them do not meet the qualifications set by the law.
- Find out what roles they play. Are they teaching academic subjects?
- Find out what steps are being taken to support paraprofessionals both financially and through professional development activities to help them become qualified.

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Qualifications of Title I Paraprofessionals

Action Opportunities for Parent Leaders

On the district and local level (cont'd)

- Work with your school to determine the best ways for the school to communicate the qualifications of paraprofessionals to parents (i.e. in writing, internet, etc.)
- Work with your community colleges, colleges and universities to attract new recruits.
- Work with your school to determine best ways to communicate.
- Make sure all members of your school community know about these standards for paraprofessionals, particularly those whose home language is other than English. Make sure information is appropriately translated.
- Involve faith-based organizations and community-based organization in getting the information into the hands of those who need to know.

Resources

American Association of School Administrators – www.aasa.org/NCLB/paraeducator.htm

American Federation of Teachers (AFT) – www.aft.org/eses/downloads/qaparas.pdf

IDEA Practices - Professional Development Resources
www.ideapractices.org/resources/topic.php?subcatID=87

National Council on Teacher Quality – http://www.nctq.org/bulletin/index.html

National Education Association (NEA) – www.nea.org/esphome/issues/eseapara.html

National Resource Center for Paraprofessionals – www.nrcpara.org

Parent Information Resource Centers – www.pirc-info.net

Parent Training Information Centers – www.taalliance.org

Research Triangle Institute, Center for Research in Education
www.dpi.state.nc.us/esareports/2_ta.pdf

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NCLB Action Briefs

Parents' Right to Know

At the beginning of every school year, Title I school districts must tell parents they have a right to request the following information about the professional qualifications of their children's teachers.

Parents have the right to know:

- Whether the teacher has met state qualifications and has a license for the grade level and the subject area he or she teaches
- Whether the teacher has an emergency or provisional license
- What degrees the teacher holds and the field of discipline of his or her certification or degree
- Whether the child is being taught by paraprofessionals and, if so, their qualifications

In addition, school districts must notify parents if their child has been assigned, or has been taught by—for four or more consecutive weeks—a teacher who is not highly qualified.

This information must be provided to parents:

- In a uniform format
- "To the extent practicable," provide in a language that parents can understand, and
- In a timely manner

Merely posting this information on the school's Internet does not suffice. Direct communication with parents who request the information is required.

Beginning with the 2002–2003 school year, the US Secretary of Education must issue a public report—based on information provided by school districts and states—on the annual progress of every state, every school district, and every Title I school in meeting state objectives for assuring that that every child have a qualified teacher by the school year 2005–2006. (See Teacher Quality Fact Sheet) Districts may include this information in the annual student report card required by NCLB. Community members and parents can use this information to determine how their school and district compares with others in the state and nationally.

Using Data Effectively: Action Opportunities for Community and Parent Leaders

The "Parents Right to Know" data should NOT be used against teachers, or draw conclusions about the competency of a school's teaching staff. The community, parents and educators, however, should use the data as a means to working together in upgrading teaching skills and improving instruction. The competence of the teacher is one of the most critical elements in school change and improvement.

Parents' Right to Know

Action Items

Below are some action tips to help your state, school and school district::
• Monitor SEA deadlines and release of annual state teacher quality reports. Make sure the SEA disseminates the reports widely in communities and school districts.
• Work with the SEA and LEA to ensure that state and local teacher data and information are in a format and a language parents understand. Test the format and language with focus groups and at town meetings to ensure that parents find the information understandable and useful. Give the SEA suggestions for improvement.
• Assist parents and parent organizations in drafting letters to the LEA and to schools requesting teacher quality information.
• Coordinate a school or district teacher quality task force that includes other organizations, policymakers, elected officials, parents and business leaders to analyze the report and recommend action.
• Assist the LEA in disseminating the report to the media, at town meetings, schools, business and community organizations.
• Work with parents and school staff to ensure the SEA, LEA and school conduct meetings with parents and staff to explain the implications of the teacher quality information.
• Research what other communities have done about teacher quality issues such as recruitment, compensation and retention.
• Use data to create community demand for recruiting more qualified teachers, and to involve the public in recommending and pursuing strategies that will increase the number of qualified teachers.
• Use the report to analyze whether the district is meeting its obligation under Section 1112 to ensure that low-income and minority students are being taught by qualified teachers at rates equal to the number of qualified teachers in wealthier districts. In other words, make sure that qualified teachers are evenly distributed to ALL schools in the district.
• Recommend strategies to recognize and reward qualified teachers and to retain good teachers and principals.
• Conduct information campaigns on the importance of qualified teachers, what the community must do to attract more qualified teachers, and how to ensure that low-performing schools have qualified staff.
• Parent and community leaders should assist parents in analyzing teacher quality information. Use the information to recognize qualified teachers and develop strategies to increase the number of qualified teachers.

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Parents' Right to Know

Resources

Title II Technical Assistance, US Department of Education
http://title2.org/

Education Trust
http://www.edtrust.org/

National Center on Educational Outcomes
http://education.umn.edu/nceo/projects/mnap.html

National Coalition for Parent Involvement in Education
http://www.ncpie.org/

National PTA
http://www.pta.org/

Parent Leadership Associates
http://www.plassociates.org/

The Prichard Committee for Academic Excellence
http://www.prichardcommittee.org/

Public School Forum on North Carolina
http://www.ncforum.org/index.htm

Reconnecting Communities and Schools
http://www.theharwoodinstitute.org/

Study Circles
http://www.studycircles.org/

Wrightslaw
http://www.wrightslaw.com/info/nclb.index.htm

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